

**DESIREE PALLAIS**  
**Curriculum Vitae**  
Department of Curriculum & Instruction  
The University of Texas at Austin  
Email: desiree.pallais@utexas.edu Cell: (512) 970-1591

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**EDUCATION**

- Dec 2019      Successful dissertation defense for the degree of  
Doctor of Philosophy (Ph.D.) in Curriculum & Instruction  
**The University of Texas at Austin**  
Bilingual/Bicultural Education  
**Supervisor:** Cinthia Salinas  
**Committee:** Tracey Flores, Patricia Abril-Gonzalez, Deborah Palmer, Jo  
Worthy
- 2015            **University of La Laguna, Tenerife, Spain**  
**Facultad de Psicología**  
Post-graduate Specialization Diploma in Spanish Reading Instruction  
Obtained the highest grade in the first international cohort taking the course
- 2004            **University of Texas at Austin**  
**Department of Educational Psychology**  
M.A. in Program Evaluation (Quantitative Area)
- 1997            **Universidad de Salamanca, Spain**  
M.A. Tecnología Educativa
- 1988            **Tufts University**  
B.A. History

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**TEACHING EXPERIENCE**

**Higher Education**

Department of Curriculum and Instruction, The University of Texas at Austin

**Lead instructor**

- EDC 380R: Educational Research and Design Graduate Course (10005)  
(Spring 2021)
- ALD 325: Second Language Acquisition Undergraduate Course (Fall 2020)
- EDC 339D Reading Assessment and Development Undergraduate Course (Fall  
2020)
- EDC F385G: Second Language Acquisition Graduate Course (Summer 2020)
- EDC 340: Spanish Language Writing Methods for Bilingual Classrooms (Fall  
2016; Fall 2017)
- EDC 370E: Reading Methods for Bilingual Classrooms (Spring 2021; Fall  
2018; Spring 2019)

**Teaching assistant**

ALD 329: Acquisition of Language and Literacies (Summer, 2017)

EDC 370: English as a Second Language Methods (Spring 2019)

**Coordinator**

**Bilingual Teacher Cohort R** (Spring 2021, Fall 2020)

**Spanish Proficiency Support System:** Bilingual/Bicultural Preservice Development Program (Fall 2016-Spring 2017)

**Guest lecturer:** Department of Special Education, The University of Texas at Austin (Fall 2009, Spring 2010, and Fall 2010)

**Profesora:**

Universidad Nacional Autónoma de Nicaragua (UNAN)

Facultad de Educación, 1998-1999

**ESL teacher** Cambridge Community Learning Center, Boston, Massachusetts

**K-12**

**Teacher:** Weekly sessions in an after-school reading program as part of a graduate-level course (Fall 2017)

**Teacher:** Taught English and computer-assisted reading and writing instruction in an elementary school and in its after-school program (1990-1996), Managua, Nicaragua

**Teacher** Nutrition and Spanish teacher at *The Group School* Alternative High School, Boston, Massachusetts, 1981-1982

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**OTHER PROFESSIONAL EXPERIENCE****Literacy and evaluation consultant (2012-2015)**

Development Portfolio Management Group (DPMG)/University of Southern California (USC); the Meadows Center for Preventing Educational Risk, The University of Texas at Austin; World Vision International/United State Agency for International Development/Family Health International, USAID/FHI 360

**Senior Field Trainer/Analyst (2008 – 2012)**

Building Capacity for Response to Intervention Project, Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Texas.

**Statewide Coordinator (2004- 2008)**

Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin, Texas

**Curriculum, Training and Evaluation Consultant**

Academy for Educational Development, (AED/USAID) Base Project, Managua, Nicaragua (1997-1999)

**School Founder, Director and Teacher**

*Lo Pequeño es Bello* (Small is Beautiful), Managua, Nicaragua (1990-1996)

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**PUBLICATIONS**

Hoffman, J., Bloch, C., **Pallais, D.**, & Goodman, K.S. (2018). *¡Ya Basta! con EGRA: Humanizing International Support for Literacy Development. Literacy Policy Brief*, International Literacy Association: Literacy Research Panel 2018-2019.

**Pallais, D.** (2016). Contribuciones de un proyecto de educación intercultural bilingüe en la Amazonía. ¿Qué rol juega el contexto en las evaluaciones internacionales? (Contributions of an intercultural bilingual project in the Amazon. What is the role of context in international evaluations?). *Proceedings of the XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures: Held at The University of Texas at Austin March 24-26, 2016*. Web.

**Pallais, D.**, Pineda, M., & Mena, M. (Submitted to Bilingual Research Journal) *Developing academic Spanish during a bilingual teacher preparation program: A Critical Interpretive Literature Review*.

Echavarría, M.L. & **Pallais, D.** (July, 2020). Academic Spanish with Heritage Spanish Speakers taking an undergraduate college course: an investigation of lexical density, nominalization and field, tenor and mode across three types of texts. (Systems: Abstract accepted; revised draft submitted).

**Book chapters**

**Pallais, D.** (In Review). Three problematic assumptions in literacy from the Peruvian Amazon: A critical examination of international collaboration efforts.. In E. E. Editor & F. F. Editor (Eds.), *Global Meaning Making: Co-designing, Co-researching and Collaborating on Literacy Research and Instruction* (pp. 29). Emerald Advances on Research in Teaching Series

Caldas, B., Palmer, D. & **Pallais, D.** (2019) Embracing our bilingual selves in dialogue: Hacia una praxis bilingüe en espacios de preparación de docentes. In: Schwarzer, D., Petron, M., & Larrota, C. Eds. *Bilingualism and bilingual education: Conceptos fundamentales*, Peter Lang

**Pallais, D.** & Umansky, I. (2017). Nicaragua. In J. Egbert, & G. Ernst-Slavit (Eds.), *Views from inside: Languages, cultures, and schooling for K-12 Educators* (pp. 267-288). Charlotte, NC: Information Age Publishing Inc. Accessible at: <http://www.infoagepub.com/products/Views-from-Inside>

**Pallais, D.** (2014). *Teaching English Language Learners* (Eds.), edited by Martha C. Hougen, Ph.D. Chapter author. Baltimore, MD: Paul Brookes Publishing.

### **Critical book reviews**

**Pallais, D. & Ruiz, M.J.** (2019). Review of Keffrelyn Brown's *After the At-Risk Label: Reorienting Educational Policy and Practice. Multicultural Perspectives*, PA: Taylor & Francis.

**Pallais, D.** & Batista-Morales, N. (2017). Review of Judy Kalman and Brian Street's *Literacy and Numeracy in Latin America*. New York, NY, Routledge, 2013, 226 pp. *International Journal of Qualitative Studies in Education*.

**Pallais, D.** (2017). Review of Regina Cortina's *The Education of Indigenous Citizens in Latin America*. Clevedon, UK: *Multilingual Matters*, 2014. 207 pp. *Journal of Latin American and Caribbean Anthropology*,

**Pallais, D.** (2017). Review of Zhou and Bankston's *The Rise of the New Second Generation*. Cambridge, UK, Polity Press, 2016, 248 pp. *Ethnic and Racial Studies*.

Harvey, R. & **Pallais, D.** (2017). Review of Barbian & Cornell Gonzales' *Rethinking Bilingual Education: welcoming home languages in our classrooms*. Milwaukee, *Rethinking Schools*, 2017, 364 pp. *International Journal of Bilingual Education and Bilingualism*.

### **Other publications**

Castro, V. & **Pallais, D.** (2015). *Case Study. Final Evaluation of EIBAMAZ Programme. Inclusive Education in Finland's Development Cooperation in 2004–2013*. Development Portfolio Management Group. Available [here](#).

**Pallais, D.** (2014). *Summative Evaluation of the Impact of Scaling Up Reading Comprehension (SURCI) in Western Guatemala*. World Vision: July: 2014. Available [here](#) in English, and [here](#) in Spanish.

**Pallais, D.** & Thompson, S. (2014). *Cross-linguistic Connections to Improve Understanding of Reading Challenges in Spanish-speaking Students*, available at Academia.edu.

**Pallais, D.** (2013). *Apoyando la Lectura con niños que se encuentran rezagados. (Supporting Reading with children who are behind)*. Revista Educando. Dirección Regional de Educación, Gobierno Regional, San Martín, Perú, Edición 32, September, 2013.

**Pallais, D.** (2013). *Aportes de la Ciencia Cognitiva para la Lectura Inicial. Contributions of Cognitive Science for Early Reading*. Gaceta de Educación y Pedagogía. Manuel Valdivia, 19 09 2013. Web. 25 Sep <http://gacetadeeducacion.wordpress.com>

**Pallais, D.** (2013). Balance sobre la lecto-escritura en Peru: un acercamiento reflexivo sobre políticas, el marco institucional y la implementación. Balance about literacy in Peru: a reflexive account of policies, institutional frameworks and implementation. USAID, Peru: February.

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### **SELECTED CONFERENCE PRESENTATIONS**

**Pallais, D.** (2020). Developing Academic Spanish in Bilingual Teacher Candidates: A Critical Interpretive Review. 70th Literacy Research Association Annual Conference (Virtual)

**Pallais, D.** (2020). Promoting literacy worldwide based on local expertise, culture, & traditions and perspectives International Literacy Study Group. (Presenter with other members of the study group) 70th Literacy Research Association Annual Conference (Virtual)

**Pallais, D.** (2019). *Pedagogical Contributions of Spanish Informational Texts for Aspiring Bilingual Teachers. Culturally Relevant Mentor Texts as Guides for Biliteracy, Bilingualism, and Writing Development of Latinx Students*. 69<sup>th</sup> Literacy Association Research Conference, Tampa, Florida, Dec. 4-7.

**Pallais, D.** (2019). *Desarrollando la lectura con libros informativos en un contexto bilingüe y bicultural*. (Developing Reading with informational texts in a bilingual and bicultural context). XV Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura (CONLES). Lima, Peru, September, 26.

**Pallais, D.** (2019). *Contribuciones al currículo y evaluación de un proyecto en la Amazonía peruana*. Curricular contributions of a project in the Peruvian Amazon. XV Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura (CONLES). Lima, Peru, September, 26.

**Pallais, D.** (2019). *Lexical and discursive innovations made by preservice teachers when creating informational texts in Spanish*. 6th National Symposium on Spanish as a Heritage Language/ University of Texas Rio Grande Valley. Mc Allen, Texas, February 22.

- Rodríguez, H., Cárdenas-Curiel, L. & **Pallais, D.** (2018). *Bilingual co-teaching model for art gallery lessons in a pre-service bilingual teacher preparation program: empowering bilingual teachers and learners' linguistic repertoires*. 8th International Conference on Education and Social Justice, Honolulu, Hawai'i, October.
- Callahan, R. **Pallais-Downing, D.** & De Paz, Mayte. (2017). *Integrating Latino Immigrant Parents' Funds of Knowledge in an Engineering Education Curriculum*. American Educational Research Association (AERA), Roundtable Session 12, San Antonio, Texas, April 28.
- Pallais, D.** (2017). *Pedagogical Strategies of Preservice Bilingual Teachers When Teaching Art at the Museum*. Part of a Group Demonstration/Performance Session on: Bilingual Co-Teaching Model: Art Gallery Lessons as an Exploration of a Collaborative Interdisciplinary Pedagogical Approach, American Educational Research Association (AERA), Division K. April 29, San Antonio, Texas.
- Pallais, D.** (2017). *Teaching Reading. Reflections from a Peruvian experience*. Second Study Tour–Project Amazon Reads/USAID. Austin, Texas. February, 20.
- Alvarado, F. & **Pallais-Downing, D.** (2016). *Mediawiki as a tool for curriculum development and open education resource alignment*. Libre Learn Lab, Massachusetts Institute of Technology (MIT), Tang Center, Cambridge, MA.
- Pallais, D.** (2016). *Contribuciones de un proyecto de educación intercultural bilingüe en la Amazonía* (Contributions of an intercultural bilingual project in the Amazon). *Proceedings of the XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures*: Held at The University of Texas at Austin March 24–26.
- Pallais, D.** & Walker, K. (2013). *Alternative Approaches for the Reading Difficulties of Spanish-Speaking Children*. Learning Disabilities Association of America 50th Annual International Conference. Grand Hyatt Hotel, San Antonio, TX. February 15.
- Pallais, D.** (2013). *Managing RTI Campus Data - Monitoring Effectiveness of Intervention*. Learning Disabilities Association of America 50th Annual International Conference. *Grand Hyatt Hotel, San Antonio, TX. February 14, 2013. Conference Presentation*.
- Pallais, D.** (2012). *A cross-language approach to support Spanish-speaking English-language learners*, 50<sup>th</sup> Annual International Conference on Learning Disabilities, February 13–16, San Antonio, Texas.
- Pallais, D.** (2012). *Teaching Reading to Spanish-Speaking Students*, 49<sup>th</sup> Annual International Conference on Learning Disabilities, February, Chicago, Illinois.

**Pallais, D.** (2011). *Instructional Scripts for First Grade Bilingual Classrooms*, International Dyslexia Association (IDA) 62<sup>nd</sup> Annual Conference, November, 2011, Chicago, Illinois.

**Pallais, D.** (2011). *Resource for Monitoring Campus RTI Implementation: The RTI – Data Management Tool (RTI-DMT)*, 33<sup>rd</sup> International Conference on Learning Disabilities, October 28, 2011, Austin, Texas.

**Pallais, D.** (2011). *Componentes de la Lectura para una Instrucción Efectiva; La Respuesta a la Intervención*, 11vo Congreso Latinoamericano sobre Lectura, August 2011, Managua, Nicaragua.

**Pallais, D.** (2010). *Reading Supports for Spanish-Speaking Students*, Organization of Teacher Educators in Reading (OTER), Annual Meeting, 55<sup>th</sup> Annual Convention of the International Reading Association, April 2010, Chicago, Illinois.

**Pallais, D.** (2009). *Rutinas de Instrucción para Elevar la Calidad*, Research Triangle Initiative (RTI) Literacy Meeting, August 2009, Lima, Perú.

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## **SCHOLARSHIPS, HONORS AND AWARDS**

*2021 Division K Outstanding Dissertation Honorable Mention Award*

*Phi Beta Phi Academic Honor Society*, UT-Austin chapter. (2015-2020)

*Honor Standing*, Graduate Program in Bilingual/Bicultural Education (2015-2019) and in Educational Psychology (2000-2004), University of Texas at Austin.

Silver plaque award given by the parent community of the school *Lo Pequeño es Bello (Small is Beautiful)*, for work done as a school leader and teacher during the period 1990-1996, Managua, Nicaragua.

Honor mention for master's thesis: *Enriquecimiento Cognitivo para Niños en el Ordenador*, University of Salamanca, Dic.1997, Salamanca, Spain.

*Scholarship awarded* by the Institute of Iberoamerican Cooperation (ICI), Spanish Agency for International Development, Foreign Ministry of Spain, 1996-1997, Madrid, Spain.

## **SERVICE**

- Journal reviewer: *Journal of Language, Identity and Education* (2019); *International Journal of Qualitative Studies in Education* (2019); *Reading & Writing Quarterly: Overcoming Learning Difficulties* (2015, 2016, 2017; 2018; 2019); *Bilingualism: Language and Cognition* (2016); (2016, 2017, 2018)

- Book proposal reviewer (Brookes Publishing, 2018)
- Conference proposal reviewer: American Educational Research Association Annual Conference (2017, 2018)
- Current Vice-President of the board of the directors of the foundation [Online Learning Initiative](#), led by Dr. Felix Alvarado, to support curriculum implementation in literacy in Latin America.
- Past member of the Board of directors of the organization *Nicaragua Lee (Nicaragua Reads-Nicaraguan chapter of the International Literacy Association)* September 2015-Summer 2016
- Created vocabulary centers as part of a training for education leaders in Nicaragua conducted by the organization *Save the Children*, March-April, 2014.
- Started a website with resources for bilingual educators in the United States: <http://lecturayescrituracooperativa.wordpress.com>
- Created a website with resources for educators in the Amazon region of Ecuador, Bolivia and Peru: <http://eibamaz.wordpress.com>
- Founded the online platform: *Centro Intercultural de Lectura y Escritura (CILEES)* to support literacy collaboration with Latin America: <http://cilees.org>
- Created a blog to Support Reading Instruction in Latin America. Network Support for Book Drive benefitting three schools: “El Corozo”, Matagalpa; “San José de Ticuantepe”, and “San Isidro de Bolas”, Managua, Dic. 2011, Nicaragua.
- Participation as a presenter at the 11<sup>th</sup> Latin American Congress on Reading, August, 2011, Managua, Nicaragua.

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## RESEARCH EXPERIENCE

- 2017            Co-principal investigator of language and literacy study with Bilingual teacher candidates who are Spanish speakers.
- 2016 –2017    Co-principal investigator for study: Spanish Heritage Learners: Linguistic Patterns and Bilingual Language Acquisition in US College Students. Co-authored research proposal of a Bilingual Co-teaching Model for Teaching Art at the Museum for prospective bilingual teachers. Conducted a case study focused on language and pedagogical contributions with two teachers.



- 2016            Ethnographic exploration in a dual-language classroom in Blazier elementary school, Austin, Texas.
- 2015–2017      Designed and conducted a Funds of Knowledge Study in Hutto, Texas, as part of the project: Design Technology and Engineering Education for English Learner Students (DTEEL), funded by the National Science Foundation.
- 2013–2015      Conducted case study research in Guatemala, Peru, Bolivia and Ecuador. Examined policy documents, conducted interviews and visited schools implementing bilingual initiatives in indigenous communities. Published reports, prepared PowerPoint presentations.

Additional research experience is available at: <https://desireepallais.wordpress.com/research-support/>

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## PROFESSIONAL ASSOCIATIONS

- American Association of Applied Linguistics (AAAL)
- National Association of Bilingual Education (NABE)
- American Educational Research Association (AERA)
- Bilingual Education and Research Special Interest Group
- Division K: Teaching and Teacher Education
- National Council for Teachers of English (NCTE)
- Online Learning Initiative (OLI)
- Nicaragua Lee, Local chapter of the International Literacy Association (ILA)

## LANGUAGES

Native speaker of Spanish.  
Reading knowledge of French

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## REFERENCES

**Cinthia Salinas.**, Professor, Department of Curriculum and Instruction, The University of Texas at Austin, 1912 Speedway Stop D5700, Austin, TX 78712-0379, Office: 512-232-3539; Email: [cssalinas@austin.utexas.edu](mailto:cssalinas@austin.utexas.edu)

**Jo Worthy, Ph.D.**, Professor, Department of Curriculum and Instruction, The University of Texas at Austin, 1912 Speedway Stop D5700, Austin, TX 78712-0379, Office: 512-565-8638; Email: [worthy@mail.utexas.edu](mailto:worthy@mail.utexas.edu)

**Deborah K. Palmer, Ph.D.**, Professor, Equity, Bilingualism & Biliteracy, University of Colorado, Boulder, 249 UCB, Boulder, CO 80309, Office: 303-492-7695; Email: [debpalmer@colorado.edu](mailto:debpalmer@colorado.edu)